JOB DESCRIPTION & PERSON SPECIFICATION
Deputy Principal

College Department: Senior Leadership Team
Position Title: Deputy Principal
Position Code: JD SS SMG 02
Position Classification: Salary package
Tenure: Full-time 5-year tenure with right of renewal

JOB DESCRIPTION

1. Summary of the broad purpose of the job in relation to the College’s goals.
   (Expected outcome and how it is achieved.)

   The Deputy Principal works in collaboration with the Principal to provide leadership in harmony with the Mission Statement and documented aims and objectives of the College. The Deputy Principal will assume leadership of the College in the absence of the Principal.

   The Deputy Principal has a particular responsibility for the oversight of the day-to-day programs and the management of human resources within the College.

   The Deputy Principal is a member of the Senior Leadership Team together with the Principal, College Pastor, Wellbeing Director, Learning Director, Communications and Engagement Director and Business Manager. This group has the prime responsibility for ensuring that the educational programs and operation of the College realise its mission.

   The specific tasks outlined in this position description are not exhaustive and the demands of the role require flexibility to adjust to the changing nature of the College.

2. Reporting / Working Relationships
   (To whom the person reports, staff for whom the person is responsible and other significant connections and working relationships within the College.)

   - Be responsible to the Principal.
   - Convene general staff meetings and the Departmental Heads Committee.
   - Act as the Senior Line Manager for Middle Managers and Lutheran School Officers employed in the Education and Support Services KRA of the College.
   - Membership of Senior Leadership Team.
   - Teach to a maximum of 0.24 FTE.

3. Employment Conditions

   The Deputy Principal is employed under the general conditions specified in the Lutheran Schools Association Enterprise Agreement. A salary package commensurate with the role will be negotiated annually based on ability and expertise in meeting the challenges of this position. The term of appointment shall be for five years.
JOB DESCRIPTION

4. Extent of Authority

The Deputy Principal is responsible for all matters related to the day to day operation and the human resources of the College under the oversight of the Principal. In the absence of the Principal they will assume full leadership of the College. They will be responsible for the work and conduct of the staff listed under the Education and Support Services KRA of the College strategic plan.

5. Statement of Key Outcomes & Associated Activities

(Grouped into the Key Result Areas (KRAs) of the department, and as major areas of responsibility and activity.)

The Deputy Principal role encompasses key outcomes and these have been collectively accommodated with other associated activities under the KRAs of:

Infrastructure

College Operations

College Communication

Staff Infrastructure

Staff Development

The responsibilities of the Deputy Principal in each KRA include:

Infrastructure

• Assume leadership of the College in the absence of the Principal.
• Establish communication strategies to ensure the continuity of service for the College in the absence of any of the leadership team.
• Develop and maintain policy documents in conjunction with Principal and Senior Leadership Team.
• Provide input and suggestions for the improvement of College policies, processes and work procedures.
• Oversight of the exercise of duty of care responsibilities eg. evacuation procedures, student injury.
• Oversight and input into best use of College facilities in liaison with Council Planning Committee and Senior Leadership Team.
• Liaise with Facilities Coordinator regarding out-of-hours use of facilities and notification to other personnel as relevant to students.
• Act as line manager for the Human Resources Manager as a leader of their department, and senior line manager for the Lutheran School Officers in the Education sector.
• Act as line manager for these staff including input into the recruitment of staff, addressing poor performance, support and mentorship. Supervise, motivate and support the staff.
• Timely reporting against KPIs in the College Strategic Plan.
• Advisory member attendance at College Council meetings, Curriculum Committee, Pastoral Care Committee. Secondment to Council Planning Committee.
• Undertake any other required duties or projects, as directed, which are within skill level and competence.
• Undertake training to further develop knowledge and skills.
5. **Statement of Key Outcomes & Associated Activities** (Cont’d)

**College Operations** (Calendar, Program, Timetable, Student Events)
- Oversight of Annual Calendar in conjunction with College Program Coordinator.
- Oversight of the program coordination as undertaken by the College Program Coordinator and College Timetabler.
- Plan ahead for special event days and ensure the effective communication of programs and special timetables, oversight of the implementation of exam organisation (special timetable, staffing) etc.
- Evaluation of annual and day-to-day College operation processes and procedures.
- Establish good communication and feedback opportunities for relief teachers.
- Prepare the agenda for teacher staff meetings and follow up record keeping and information distribution.
- Rationalisation, risk management, authorisation and oversight of student excursion activities.
- Oversight of Year 12 Celebration and End of Year Service programs.
- Oversight of classroom and campus order.

**College Communication** (Handbooks, Newsletters)
- Oversight of production of the Family Handbook (distributed to parents) in consultation with Wellbeing Director and Learning Director to ensure consistency with information printed in student diary.
- Co-ordination and preparation of Staff Handbook materials.
- Oversight of content and production of College Newsletter.
- Authorisation of official communications from teaching staff related to excursions, general information.

**Staff Infrastructure** (Recruitment, Induction, Welfare, Resources)
- Participation in selection of teaching and support staff as required.
- Oversight of induction and orientation of newly appointed staff.
- Rationalisation of teaching staff workloads and responding as necessary.
- Oversight of welfare and pastoral care of staff in conjunction with Principal, College Pastor, Senior Leadership Team, House Leaders, Buddy groups.
- Conduct Restorative Conferences for staff once consultation and mentorship at department level is unsuccessful.
- Oversight and authorisation (in consultation with Principal) and record keeping for teaching staff leave.
- Allocation in consultation with Principal, Wellbeing Director and Learning Director, teaching staff work area locations and resources.
- Programs and monitoring of Student Teachers, including an evaluation and reporting process.
- Senior Leadership Team representative on the WHS Committee.
JOB DESCRIPTION

5. **Statement of Key Outcomes & Associated Activities** (Cont’d)

**Staff Development** (Professional Learning)

- Develop and maintain the Personal Learning & Development program for teaching staff including:
  - Appraisal of current individual practice with reference to the National Professional Standards for Teachers (NPST), leading to professional development.
  - Development of College leaders.
  - Performance management process (with Principal and Senior Leadership Team).
  - Evaluation process for Position of Responsibilities (with Principal and Senior Leadership Team).
- Classroom observation and interaction as part of Personal Learning & Development program.
- In consultation with College leaders and middle managers identify professional development needs and opportunities, and in applications for
- Support staff in transition to full teacher registration or application for HAT and LEAD teacher accreditation.
- Monitor, authorise and record Professional Development activities.
PERSON SPECIFICATION

1. Vocational Qualifications
   - A registered teacher with demonstrated competence in the management of teaching and learning in the classroom.
   - Accredited, or seeking to be accredited, as a leader within Lutheran Education Australia.
   - Holding academic qualifications in keeping with the level of responsibility and preferably including post graduate study.

2. Personal Skills, Abilities & Aptitude

   Skills
   - Demonstrate high level skills in establishing effective working relationships with staff, students and parents.
   - Demonstrate effective leadership skills in administration, interpersonal relations, planning and programming.
   - Conversant with and experienced in using information technology relevant to the management of a school.
   - Effective oral and written communication skills.
   - Be able to present professionally and confidently undertake public speaking.
   - Operate with the utmost integrity at all times, ensuring the confidentiality of all College operations.
   - Work cooperatively and respectfully with other team members to ensure College and departmental objectives are met.

   Abilities
   - Demonstrated ability to work with a team initiating and managing change.
   - Demonstrated ability to provide feedback to team members about the achievement of goals.
   - Demonstrated ability to document, implement and monitor administrative procedures.
   - Demonstrated ability to inspire and enthuse others and to accept feedback from others in respect to the effectiveness of one’s endeavours.

   Aptitude
   - A practising Christian with the ability to relate the Gospel message to his/her role within the College and encourage a spirit of Christian care amongst staff and students.
   - Demonstrate Christian integrity in all things.
   - A personal commitment to the College Vision, Mission and values underpinning the delivery of a Christian based education to students in the College community is essential.
   - A passion for working with and supporting young people on their journey through secondary education.
   - Enthusiastic, dedicated and energetic.
   - A creative and visionary leader.

3. Experience
   - Experienced in using information technology relevant to the management of a school.
   - Demonstrated organisational and educational leadership and a record of success in achieving agreed goals in collaboration with others.
   - Demonstrated success in modelling and promoting effective teaching, learning and assessment practices.
   - Demonstrated success in the appropriate application of staff development.
PERSON SPECIFICATION

4. Knowledge

- A sound knowledge and understanding of the values of Lutheran Education Australia and their implications for Lutheran schools.
- A working knowledge and understanding of the Framework for Lutheran Schools and its application to Ministry and Care.

5. Classification Level

The position of Deputy Principal is classified as a salaried role outside of the Lutheran Schools SA Enterprise Agreement salary scales.

6. Performance Standards & Review

An annual Performance Review is undertaken with the Principal to determine capacity to meet the demands of the role, where additional skills training is required and what level of job satisfaction is being obtained. The basis of the Performance Review is utilising the Key Performance Indicators (KPIs) identified in Appendix A.

A quarterly report on Strategic tasks is to be submitted to the Principal.

APPROVAL

Job Description & Person Specification Approved

-----------------------------------------------
Principal (Print Name)                            (Signature)

Date:

Acknowledged by Person Selected

-----------------------------------------------
(Print Name)                                     (Signature)

Date:
**PERFORMANCE MANAGEMENT**

APPENDIX A

In relation to setting goals and managing performance, Key Performance Indicators (KPIs) are put in place within each Key Result Area (KRA) so that effort can be measured and performance rewarded.

<table>
<thead>
<tr>
<th>Infrastructure</th>
<th>Key Performance Indicator (KPI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>The College daily activities and strategic objectives are maintained successfully in the absence of the Principal.</td>
</tr>
<tr>
<td>Strategic plan</td>
<td>Quarterly reports are made against the College Strategic Plan.</td>
</tr>
<tr>
<td>Policies</td>
<td>College policies have been identified, updated, implemented and scheduled for review.</td>
</tr>
<tr>
<td>Duty of care</td>
<td>College policy guides documented procedure to ensure the safety and wellbeing of students at all times.</td>
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<tr>
<td></td>
<td>College facilities are utilised by the public without any interruption to daily education of students.</td>
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<tr>
<td>Line management</td>
<td>Middle managers are empowered to provide support to their staff, ensuring they meet their responsibilities to the best of their ability.</td>
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<td></td>
<td>Staff are supported in the role of Senior Line Manager as required and utilising a Restorative Practice approach.</td>
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<tr>
<td></td>
<td>Job Descriptions for all roles covered by this position accurately reflect the individual’s responsibilities, are in the current format and have clearly identified KPI’s.</td>
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<tr>
<td></td>
<td>Annual reviews are conducted for the leaders and reports are made appropriately to Senior Leadership Team.</td>
</tr>
<tr>
<td>Committees</td>
<td>Active membership of those committees relevant to the role is recorded in the minutes.</td>
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<td></td>
<td>Flexibility is demonstrated and a willingness to undertake all tasks required by the role.</td>
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<thead>
<tr>
<th>College Operations</th>
<th>Key Performance Indicator (KPI)</th>
</tr>
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<tbody>
<tr>
<td>Calendar</td>
<td>Annual calendar is developed to ensure a fair spread of activities, minimising impact to education delivery, and is available to staff by Term 4 the previous year.</td>
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<tr>
<td></td>
<td>Daily program coordination is supervised ensuring the Enterprise Agreement requirements are met for staff, and College resources are used efficiently.</td>
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<tr>
<td></td>
<td>Provision for special event days is made with minimal impact to regular teaching practice.</td>
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<tr>
<td></td>
<td>Innovative solutions for improvement of daily practice are identified as a result of regular review of procedures.</td>
</tr>
<tr>
<td>Relief Teachers</td>
<td>Relief Teachers are screened, inducted regularly and offered opportunity to receive feedback.</td>
</tr>
<tr>
<td>Students</td>
<td>Student Excursion processes ensure risk to students is minimised as far as is practicable.</td>
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<tr>
<td></td>
<td>Organisation of Year 12 celebration and End of Year Service programs are overseen with the relevant departments to ensure an appropriate celebration of the students’ achievements.</td>
</tr>
<tr>
<td>Staff</td>
<td>Staff meetings are conducted regularly with relevant agenda and minutes communicated in a timely manner.</td>
</tr>
<tr>
<td></td>
<td>Teaching staff are held accountable in their monitoring of student care for the campus, and their responsibilities for allocated areas.</td>
</tr>
</tbody>
</table>
## PERFORMANCE MANAGEMENT

### APPENDIX A

<table>
<thead>
<tr>
<th>College Communication</th>
<th>Key Performance Indicator (KPI)</th>
</tr>
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<tbody>
<tr>
<td>Handbooks</td>
<td>Family Handbook is prepared and distributed to all families annually. It is consistent with the Student Diary and in keeping with College policy and ethos.</td>
</tr>
<tr>
<td></td>
<td>Staff Handbook is developed each year and distributed to staff providing a dynamic and relevant resource for staff.</td>
</tr>
<tr>
<td>Newsletter</td>
<td>Marketing consults fortnightly regarding the content of the College newsletter ‘connections’.</td>
</tr>
<tr>
<td>Letters</td>
<td>All letters leaving the College have been authorised, are accurate and developed using the style guide.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Staff Infrastructure</th>
<th>Key Performance Indicator (KPI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>New staff</td>
<td>Recruitment processes are supported where relevant to the leadership position.</td>
</tr>
<tr>
<td></td>
<td>All new staff, contractors, visitors and contract staff are inducted into the College and are assisted through the orientation program.</td>
</tr>
<tr>
<td>Teaching</td>
<td>A local workload agreement is developed and utilised in conjunction with the current Enterprise Agreement to guide the allocation of teaching loads.</td>
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<tr>
<td></td>
<td>Staff report they feel supported and the programs of the College ensure their wellbeing.</td>
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<tr>
<td></td>
<td>A Restorative Practices approach is utilised with all staff matters where resolution has not been reached at a department level.</td>
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<tr>
<td></td>
<td>Staff leave is authorised and recorded, in consultation where necessary, and with minimal impact to daily education delivery.</td>
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<tr>
<td></td>
<td>Teaching staff are allocated work areas and resources in keeping with their position and where possible to enable interaction with their Learning Area.</td>
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<tr>
<td></td>
<td>Student teachers are accepted to the College and supported with appropriate loadings to a variety of Learning Areas.</td>
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<tr>
<td></td>
<td>Senior Leadership Team is represented on the WHS committee.</td>
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<thead>
<tr>
<th>Staff Development</th>
<th>Key Performance Indicator (KPI)</th>
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<tbody>
<tr>
<td>Professional Learning</td>
<td>Professional learning strategies at the College promote collaborative teaching practices.</td>
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<tr>
<td></td>
<td>Annual goal setting and appraisal programs incorporate College strategies and external requirements such as National Professional Standards for Teachers.</td>
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<tr>
<td></td>
<td>Teachers report these programs assist in identifying their Professional Learning goals and structuring their development.</td>
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<tr>
<td></td>
<td>Annual reviews are conducted with all staff in Position of Additional Responsibility within the leadership line.</td>
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<tr>
<td></td>
<td>Staff are supported with any application for HAT or LEAD status with external bodies.</td>
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<td></td>
<td>Opportunity is provided to teaching staff each year to engage in informal peer classroom observation as a learning practice, for the observer.</td>
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<tr>
<td></td>
<td>College leaders are consulted when developing the professional development program annually to ensure it is meeting the current needs of staff and College strategic objectives.</td>
</tr>
<tr>
<td></td>
<td>Professional Learning activities are authorised within the allocated budget and with a spread across College departments, guided by current strategic objectives.</td>
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</tbody>
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